DOCUMENT RESUME

ED 231 957 CE 036 316

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TITLE A Manual for Post-Secondary Displaced Homemaker Programs.
INSTITUTION Central Texas Coll., Killeen.
SPONS AGENCY Texas Education Agency, Austin.
PUB DATE [83]
NOTE 78p.; For a related document, see CE 036 315.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Advisory Committees; Career Counseling; Community Colleges; Cost Effectiveness; Decision Making Skills; *Displaced Homemakers; Employment Potential; Employment Programs; Evaluation Methods; Facility Requirements; Job Development; Job Skills; Participation; Postsecondary Education; *Program Development; Program Evaluation; *Program Implementation; Recordkeeping; Recruitment; *Reentry Workers; Volunteer Training; *Workshops

ABSTRACT

To fulfill one objective of the Post-Secondary Displaced Homemaker Project conducted by Central Texas College, this technical manual was written to assist Texas community colleges in setting up and operating displaced homemaker programs. The manual was developed through a review of current, applicable literature, as well as input from the project's six-member statewide advisory committee and other personnel. The technical manual includes an overview of the problems faced by displaced homemakers and the ways in which displaced homemaker programs may help them. Suggestions are given to beginning programs in the areas of hiring staff members, organizing an advisory committee, setting up office facilities, recruiting and training volunteers, developing intake and recordkeeping systems, designing an evaluation plan, and acquiring clients for the program. Information also is given on the topics of meeting displaced homemakers' survival needs, effectively counseling displaced homemakers on personal matters and job decisions, and preparing displaced homemakers for the work world. Suggestions are given for providing auxiliary services for displaced homemakers; costs and benefits of operating a displaced homemaker program within a community college are discussed. References and sample forms also are included in the manual. (KC)

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A MANUAL FOR POST-SECONDARY DISPLACED HOMEMAKER PROGRAMS

Presented to
The Research Coordinating Unit of
The Texas Education Agency
By
Central Texas College

CE 036 316

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PREFACE

The Post-Secondary Displaced Homemaker Program was an Exemplary-Innovative Project, funded by the Texas Education Agency for the period of July 1, 1982, through June 30, 1983. The major objective of the project was to develop a technical manual to assist Texas community colleges in setting up and operating displaced homemaker programs. Ms. Maurine Dahlberg, Project Coordinator, developed the technical manual.

The first procedure in the development of the technical manual was the appointment of members to serve on the project's statewide advisory committee. Six displaced homemaker personnel from various Texas programs were selected with the input of Texas Education Agency's Post-Secondary Consultant and agreed to serve on the advisory committee (names of the advisory committee members are listed in Appendix C). The major function of the advisory committee was to give input concerning the needs of, and services for, displaced homemakers, based on their own experience in actual units of operation.

The next procedure in the project was a review of current, applicable literature This included reports of pilot displaced homemaker projects and needs assessments conducted throughout the United States, guidelines for establishing and operating services for special needs groups, and profiles of displaced homemakers.

Interviews with advisory committee members and pertinent Central Texas College personnel were also held in order to gain further information relating to the content of the technical manual. Data from these interviews, advisory committee surveys, and the literature search were then organized for utilization in the production of the technical manual. Upon its completion, A Manual for Post-Secondary Displaced Homemaker Programs was distributed to all project advisory committee members for review.

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INTRODUCTION

Many persons in our society work in their homes, serving the needs of their families. Even though homemaking is generally considered to be a viable occupation in our society, it secures no salary and provides no unemployment, retirement, or insurance benefits. Homemakers' financial security, as well as societal status, is provided by family breadwinners.

What happens to career homemakers when family breadwinners die, become disabled or imprisoned, or leave through separation, abandonment, or divorce? They become "displaced homemakers" - a term used to describe persons who have spent a significant part of their lives as unpaid workers in their homes and now, through death or departure of the family breadwinner, have been left with little or no income, no job skills, and little self-confidence in their abilities to direct their own lives. In the words of Laurie Shields, co-founder of the Alliance for Displaced Homemakers, many displaced homemakers also "fall through the cracks of federal income security programs" (Shields, 1981: p. ix). Displaced homemakers cannot collect unemployment compensation since they have not worked for a paying employer; they cannot get welfare funds unless they meet certain qualifications (and even if they do, welfare is not a permanent solution); they cannot collect AFDC if their children are over eighteen years old; and, they are ineligible for social security benefits if they are under sixty-five years old and have no children under eighteen years old.

Traditional provisions for spousal death and divorce delude many homemakers into thinking that their futures are financially secure. Widowed homemakers may belatedly realize that life insurance provisions and other financial assets have been devalued by inflation or that, in reality, they

are barely adequate to cover unexpectedly high taxes, funeral expenses, and inherited debts. Societal myths imply that generous alimony and child support payments are commonly awarded to female homemakers upon divorce; but, according to the National Commission on the Observance of International Women's Year, less than seven percent of all divorced women collect alimony, and only twenty-one percent receive child support (at an average of just over two hundred dollars per month) (Education Development Center, 1980: p.3; Vinick, 1979: p.11; Rutgers, 1979: p.9).

A 1979 survey conducted by the Displaced Homemaker Network found that displaced homemakers in the United States had an average annual income of five thousand dollars (Spaid and Parsons, 1980: p.22). Many displaced homemakers live a day-to-day existence based on dwindling savings or temporary public assistance funds, with no health insurance (at a time when stress-related illness is likely to strike), and no money for emergencies or needed repairs. One factor that exacerbates this insecurity is that many displaced homemakers have little knowledge or experience in handling finances. Often, breadwinners are in charge of managing household bank accounts, payments, loan contracts, and investments; therefore, displaced homemakers may be unfamiliar with even basic financial procedures. They may also be unaware of the requirements - or even the existence - of local financial assistance programs.

In addition to sudden destitution, displaced homemakers undergo a severe identity crisis. Many of them have spent their lives caring for their families' physical and emotional needs and have not taken time to develop and work toward their own goals. Since they have counted on their spouses to make major decisions, they may lack ability in goal-setting, decision-making, and planning. With displacement, their safe, familiar

worlds have crumbled around them, and they are left with no identities or goals of their own and little faith in their coping skills. They feel frightened and incompetent in their new roles of breadwinner and head of household.

The confusion, fear, and incompetence felt by displaced homemakers may be intensified by the lack of an understanding support group. Many displaced homemakers are socially stigmatized in their communities, and others simply no longer fit in with their married friends (Marano, 1978). This is not surprising, however, since depression, low self-concept, and lack of income constitute poor conditions for finding new support groups. Many displaced homemakers shut themselves off from society and remain in the familiar, non-threatening surroundings of their homes where they may even be able to deny reality for a while.

For displaced homemakers, the attainment of a psychologically fulfilling job with a salary that adequately covers living expenses is essential to both financial and emotional security. Finding such a job is, however, a difficult task for displaced homemakers who have had little or no recent training or work experience. Displaced homemakers have no contracts or unions to provide them with the funds to use for new job training. They have no job contacts, no job-seeking skills, and no knowledge of the current job market or the ways in which their interests might fit into it. The world of work is an alien, frightening place to displaced homemakers who have spent their adult lives in unpaid service to their families. Even if they have some work experience, they may find upon re-entering the work world that their once-valuable job skills are now obsolete. In many fields, sophisticated, computerized equipment requiring specialized training has now replaced the older, simpler machinery with

which displaced homemakers may be familiar. They are often unfamiliar as well with the customs and expectations of the work world and may be terrified at the prospect of being judged by more experienced workers. Displaced homemakers often need pre-job training in order to find out what their skills and interests are, to learn about current, local job needs, and to learn resume writing and job interview techniques before job seeking or job training actually begins.

Since the first Alliance for Displaced Homemakers was founded in California in 1976, the concern for displaced homemakers has grown rapidly throughout the United States. According to the National Displaced Homemakers Network, there are over three hundred eighty programs in the United States designed to help displaced homemakers. The exact number of displaced homemakers is not known since displaced homemakers are not counted as being unemployed; however, it has been estimated by the Department of Labor that there are four million displaced homemakers in the United States (Shields, 1981: p.x). In addition, there are approximately fifteen million potential displaced homemakers - persons who are not in the labor force and will have no income when their children reach majority (Block, Davidson, & Grambs, 1981: p. 85).

When displaced homemakers are helped to become job-trained, self-supporting members of the labor force, society benefits in many ways. Post-secondary schools benefit from the increase of qualified, motivated students. Local employers gain a new pool of well-trained, mature workers. The cost of government social programs decreases as more individuals become economically productive and able to support themselves and their families. The greatest benefit of a displaced homemaker program may be the increased development and use of human resources in our society. Displaced

homemakers are not unskilled or void of experience. They have had a career of homemaking and have valuable skills, experience, talents, and insights which can be successfully built upon for transferral into paid employment.

There are persons other than those in the displaced homemaker category who can also benefit from the program's services. Throughout this manual, the terms "clients" and "displaced homemakers" are intended to include these groups. One such group is that of single heads of households who need to upgrade job skills in order to support themselves and their families. According to the U.S. Census Bureau, U.S. Department of Commerce, one-parent families increased by seventy-nine percent between 1970 and 1980 (Spaid & Parsons, 1980: p.i). Female-headed households, in particular, tend to suffer financial hardship. According to Burden (1980: p. 257), sex of the head of household is the single most important variable in predicting poverty in the United States. The median income of a female-headed family is one-half that of a male-headed family. Emotional support is, however, equally lacking for both male and female single parents. Burden (1980: p. 260) states, "Emotional support between parents is the greatest advantage of a two-parent family." Without a second parent in the family, single parents need understanding and encouraging support groups.

Other potential clients for the displaced homemaker program are those persons who are presently employed but need to gain better-paying jobs in order to continue supporting themselves. Some persons may, for instance, wish to change from part-time to full-time work and may, therefore, need information and counseling concerning local job or career-training opportunities. Other clients (both male and female) may wish to change from jobs which are considered to be traditional for their sex to jobs which are

considered to be non-traditional. These clients need information, skills training, and moral support in order to successfully change occupational fields.

Goals of the Displaced Homemaker Program

The basic goal of displaced homemaker programs is to help displaced homemakers and other clients become self-confident, economically self-sufficient members of society. Through the program, clients are given a combination of psychological support, appropriate information and referrals, and assistance in securing employment. Specifically, the displaced homemaker program helps its clients in the following ways:

- by acting as a referral and information center for legal, financial, health, educational, housing, and other needs;
- by offering vocational assessment and current local job information;
- by conducting self-assessment and interest inventories;
- by helping clients explore various occupational fields in which they are interested;
- by helping clients see their skills, experience, and strengths as forming a base on which to build job skills;
- by helping clients set realistic personal and vocational goals;
- by helping clients believe in themselves as worthy individuals who have decision making and problem solving abilities;
- by helping clients enter classes to gain skills training or academic degrees necessary for employment;
- by providing workshops to teach life skills such as assertiveness, financial management, and job-seeking skills;
- by helping develop jobs for clients;
- by conducting follow-up procedures with former clients by

telephone or letter for a short time after employment begins, in order to lend further support and to help with any unforeseen problems; and,

- by advocating the displaced homemaker program, publicizing its concepts and purpose, and building support and understanding for displaced homemakers throughout the community.

SETTING UP A DISPLACED HOMEMAKER PROGRAM WITHIN A COMMUNITY COLLEGE

By studying the project reports and evaluations of displaced homemaker programs which have been developed by post-secondary institutions, state departments of education, and various helping agencies throughout the United States, certain steps have been identified as recommended procedures in establishing a new program of this type. The following procedures should be completed before services actually begin in order to ensure that client services and program administration are conducted as efficiently and effectively as possible:

- employment of key staff members;
- formation of external and internal advisory committees;
- establishment of physical office facilities;
- recruitment and training of volunteer workers to assist with the program;
- development of intake and records system;
- development of a program evaluation plan; and,
- acquisition of clients and expansion of public awareness.

These steps are explained in further detail within the following sections.

Employment of Key Staff Members

The staff may well be the most important variable in determining the success of a displaced homemaker program. Staff members should understand and advocate the philosophy of the program and have a sincere desire and ability to work with clients in the target population. Staff members at all levels should also understand the way in which their specific

responsibilities fit into the overall plan of the program. They must be able to work cooperatively with the staff and faculty of the sponsoring institution. Furthermore, they should possess the public relations skills necessary to establish and maintain good relationships with other service agencies and employers within the community. All staff members, regardless of level or position, must possess qualities of warmth, empathy, and sensitivity to the clients whom they are serving. In order to effectively help clients, staff members must perceive themselves as being guides in the process of client self-development rather than as being decision-makers for clients. They must have the patience and capability to help clients discover strengths and qualities within themselves.

Qualified displaced homemakers should be strongly considered for staffing the program. Staffing with displaced homemakers increases the program's credibility and provides an opportunity for the community to see that displaced homemakers can indeed succeed in paid employment. Another benefit of staffing with displaced homemakers is that clients perceive staff members who have been in their own situations as being truly understanding of their feelings and problems. Clients may also use these staff members as successful role models - a necessity for displaced homemakers as they search for their values and identities.

Program initiators must decide upon the appropriate number and job descriptions of staff members to be employed in the new program. Necessary staff functions to be considered in the writing of job descriptions are the following:

- client intake and screening;
- counseling;
- job development and placement;

- record-keeping;
- conducting follow-up procedures with former clients;
- workshop scheduling and leadership;
- supervision of volunteer workers;
- community outreach and acquisition of clients; and,
- clerical duties.

Many of these functions can be combined within one job description. In numerous programs, the only paid staff positions are those of a director and a full-time or part-time clerk. In this type of arrangement, steady, permanent volunteer workers and practicum students in the areas of counseling, psychology, and social work can act as valuable assistants in various phases of the program operation. The program director may, for instance, be in charge of program administration, with assistance from volunteer workers in the areas of counseling, follow-up procedures, workshop leadership, supervision of volunteer workers, and outreach efforts. Likewise, the clerk may have assistance from volunteer workers in performing clerical duties. Everyone who works within the program on either a paid or volunteer basis should participate in the evaluation of the program.

In a larger program, one combination of paid staff positions is the following:

- a director, who supervises day-to-day activities, hires and coordinates the staff, schedules workshops, designs records systems, oversees budgets, supervises evaluation, and develops liaisons with other helping agencies;
- a counselor, who is responsible for intake and counseling duties, coordinates job development and placement and reviews follow-up

information obtained from former clients;

- a workshop instructor, who leads workshops and supervises their evaluation;
- an outreach specialist, who directs community outreach efforts and client acquisition, works with local employers to develop jobs and give referrals for placements, and coordinates activities in all parts of the service area in order to reach the greatest possible number of clients; and,
- a clerk, who performs clerical duties for the program.

It is desirable for non-clerical employees to have bachelors' or masters' degrees in areas such as counseling, psychology, or social work, and to have experience in working with low-income adults. Counselors employed by the program should familiarize themselves with new Texas licensure laws. Even more important than degrees or experience, however, is a caring, positive attitude concerning displaced homemakers and an identification with their dilemma. According to Shields and Sommers (OWLEF, 1978: p.1.3), "the dividing line between displaced homemakers and staff members should be narrow." Even if staff members are not displaced homemakers, they must identify with and care about displaced homemakers. There is no place in the program for an "I'm okay, you're not okay" stance.

The importance of the program's clerical employees should not be undervalued. Many times, the clerk is the first person with whom clients have contact; therefore, clients' initial attitudes towards the program may be largely determined by the skill and understanding shown by the clerk. The clerk should also have excellent clerical and budgetary skills in order for the program to operate as efficiently as possible. Positive feelings towards the program can be heightened throughout the staff by involving

clerical workers in in-service sessions, special activities, and evaluation procedures.

Pre-Service Orientation Session

A pre-service orientation session, conducted by the program director, should be held for program staff members and other relevant personnel of the sponsoring college as soon as all positions are filled. As well as being informative, this orientation session can be a positive and motivational introduction to the program. A profile of displaced homemakers should be presented during this session, since even experienced counselors can benefit from the opportunity to gain insight into displaced homemakers' special hurts and needs. A member of the sponsoring institution's administration may be invited to welcome the new staff members, give background information concerning the institution and the displaced homemaker program, and explain relevant school policies. The goals, policies, and procedures to be followed within the new program should be discussed among staff members and agreed upon during this session.

Monthly In-Service Sessions

Monthly in-service sessions can provide staff members with opportunities to evaluate the program's success during the month and discuss any problems, questions, or possible alterations in the program design. Care should be taken to ensure that sessions are worthwhile and enjoyable. Guest speakers, written materials, and audio-visual aids can be utilized in presenting information to staff members on special topics such as the following:

- community resources for displaced homemakers;

- spouse battering;
- legal and housing information for displaced homemakers;
- non-traditional job options;
- active listening skills;
- issues concerning aging, divorce, and widowhood; and,
- legislative issues concerning displaced homemakers.

Resource materials for in-service discussions can be obtained from Displaced Homemaker Network Headquarters (1531 Pennsylvania Avenue, S.E., Washington, D.C. 20003). The Network's quarterly newsletter, "Network News," describes other relevant audio-visual and written materials that can be purchased, rented, or obtained without cost from agencies throughout the United States.

Organization of the Advisory Committee

The advisory committee is composed of persons, such as employers, counselors, political leaders, community leaders, and vocational instructors, from within the community who are interested in the developing program and have the necessary training and experience to advise program administrators on program content and operation. The major purpose of the advisory committee is to provide a two-way communication system of information and feedback between the staff and the community. The committee gives guidance and support to the program and makes recommendations based on their knowledge and experience. Members may also help expand community awareness of the program by informing associates of the new program and by acting as guest speakers at group functions and media presentations. They may further assist by encouraging client job placement within their businesses, or, in the case of helping-agency

workers, by encouraging their agencies to act in a support network for clients.

Factors to Consider in Selecting Members

Factors which should be considered in the selection of advisory committee members are the following:

- competency - members should have superior knowledge and experience in their fields and be respected by their co-workers and community members;
- interest - members must have strong interests in education and community support as well as in their professional fields;
- agreement on program philosophy - members should agree on the basic philosophy and goals of the program, and have an understanding, caring, and encouraging attitude towards the programs' clients; and,
- time commitment - members must be able to devote a sufficient amount of time to committee responsibilities (upon initial invitation to join the committee, prospective members should be informed of the approximate time commitment expected of them).

Holding the Meetings

Committee meetings should be held at regularly scheduled intervals or be announced at least two weeks prior to the meeting. Information packets, including information regarding the time and date of the meeting, agenda for the meeting, and a map showing the location of the meeting should be sent to members in sufficient time for them to arrange to be present. Prior to the first meeting, a welcome letter explaining the duties of the committee and giving information about the purpose, goals, and

accomplishments of the program, may be added to the packet.

At the first committee meeting, a chairperson, vice-chairperson, and secretary should be elected from within the committee, and any rules or orders of procedures should be briefly discussed. A clerical assistant (not a committee member) should be provided by the program staff to take minutes at the first meeting (Engelland, no date).

Dealing with Problems Which May Arise

Many times, problems which arise in advisory committees are due to the following reasons:

- members feel that the new program's services are duplicating or conflicting with the services of their own agency or business;
- members feel they are merely expected to agree with decisions already made by the program administrators;
- agenda is poorly planned so that there is too much or too little material to discuss at the meetings;
- meetings are scheduled with little notice or at times when few members can attend;
- the program administrators are confused as to the role of the committee or are fearful that the committee will become too powerful;
- members become discouraged when they cannot see any evidence of their impact on the program over a period of time;

Committee members should be helped to understand that they are providing assistance and recommendations only and that the program administrators have the option of accepting or rejecting any recommendations. Project administrators should, however, consider recommendations seriously and provide a response to the committee stating

the reasons why a recommendation was or was not adopted (Engelland, no date).

Since advisory committee members are not ordinarily paid for the time and mileage they use for committee functions, the advantages of belonging to the committee should be stressed. Members must be convinced that their agency or business, as well as the community in general, will benefit from the program. When possible, members should be given credit publicly through the media or certificates of recognition. They should feel that their knowledge and expertise are being recognized and appreciated and that their involvement is genuinely aiding in the formation of a new, important program.

The In-House Advisory Committee

An in-house advisory committee may also be set up to aid and promote the new program. This committee is made up of persons from within the sponsoring school. The following persons should be considered for inclusion:

- College Counselors;
- Director of Admissions and Registration;
- Director of Financial Aid;
- Director of Placement Services;
- Dean of Instructional Affairs;
- Director of Vocational Skills Center;
- Director of Testing Services;
- Dean of Continuing Education Services; and,
- Director of Affirmative Action Plan.

This committee is valuable for in-house promotion of the program and staff awareness of the displaced homemaker's plight. Members can help coordinate the program with other components of the institution so that

qualified clients can be guided as smoothly as possible into appropriate classes or service programs. Committee members may also help in workshop presentations and other special projects.

Establishment of Physical Office Facilities

Clients participating in a displaced homemaker program need office facilities which are pleasant, private, and easy to locate. The facilities should be in a building that is well-marked and has ample room for parking within easy walking distance. Physically handicapped clients must be considered in the location of the facilities - an office or suite of offices located on the first floor or in a building with an elevator is ideal.

According to White (White, 1979), facilities should include the following:

- A reception area where clients may wait for appointments. This should have a comfortable couch and chairs; reading material of interest to clients, including brochures and catalogs related to local programs, schools, and job opportunities; and toys and books for clients' children. If the area is large enough, cribs and a separate play area for children may be provided.
- A main office adjoining the reception area. This includes the clerk's desk and equipment such as file cabinets, main telephone lines, and a typewriter. A safe or a lockable file cabinet should be installed to maximize the security of client information.
- Offices for the adminstrator and counselor. These should be separate and as private as possible to ensure confidentiality in counseling sessions.

- A resource center. This may consist of a separate room or group of shelves and tables in the reception area. It includes career guidance information, audio-visual materials and displays, and room for reading and writing. Informative materials on subjects such as money management, self-concept, job-seeking skills, simple home repair, and auto care may be provided.

The following should also be available for client and staff use:

- Washroom facilities. These should be clean, close to office facilities, and equipped with accomodations for handicapped persons.
- Conference rooms. These do not need to be in the same building as the office facilities, but they should be available for use in workshops and meetings.

Of course, the size and layout of the office facilities depend upon the space available within the sponsoring institution and the number of clients expected to be served. Even in small programs, however, every effort must be made to maintain private and pleasant surroundings for clients.

Recruitment and Training of Volunteer Workers

An effective volunteer component can be crucial to the success of any service program in which funding is limited. To be as effective as possible, careful planning must take place before volunteer recruitment actually begins. One or more paid staff members must initially organize volunteer activities and write job descriptions in accordance with the needs of the particular program. During this process, the following questions should be considered:

- For what specific tasks are volunteers needed in this program?

- What knowledge and skills should volunteers have in order to perform their tasks well?
- What attitudes must volunteers have in order to work successfully with clients and staff members?
- How will volunteers be screened?
- How and at what intervals will the volunteer component be evaluated?
- What pre-service and in-service training will be conducted with volunteers?

One person must act as Coordinator of Volunteer Services to actually supervise the program. This person may be the program director, another paid staff member or a steady, full-time volunteer worker. The volunteer component must be organized in such a fashion that all volunteer and paid staff members know who has authority over volunteers and who does not.

Specific Tasks for Volunteers

It is important to plan meaningful, specific tasks for volunteers in order to avoid feelings of frustration and boredom. The following are some of the activities volunteers often perform in displaced homemaker programs:

- peer counseling;
- transportation of clients to appointments and job interviews;
- public speaking to groups in the community in order to advocate the program;
- clerical tasks such as typing, filing, and envelope stuffing;
- telephoning former clients for follow-up procedures (see pages 46 and 47);
- acting as guest leaders at workshops;
- helping clients with resume writing and practicing for job

interviews;

- fund raising for special program needs;
- tutoring clients for GED or other tests;
- assisting in special short-term projects; and,
- assisting handicapped clients in workshops.

Recruitment of Volunteers

Recruitment of volunteers must be well-organized and based on the realistic needs of the individual program. Depending on these needs, recruitment efforts may concentrate on certain groups such as those of students seeking practicum work and internships, senior citizens, high school students, or special interest groups who could contribute services from within their specialized fields of knowledge. Volunteers may be recruited at little or no expense by means of speaking engagements to interested organizations, spot announcements on local radio stations, posters, and recruitment handouts describing the program and the tasks to be done.

Volunteers must be screened to ensure their understanding of and compliance with the philosophy of the displaced homemaker program. Screening may be done by individual interviews or, in larger programs, by the group method in which volunteers are monitored during pre-service training. Staff members must decide upon the qualifications to be used as criteria in the screening process.

Volunteers should fill out application forms or interests cards to give information concerning their pertinent background and specific interests related to the program. A commitment statement or contract should be signed by all volunteers. It is recommended that the volunteer

contract contain a written job description, a statement of mutual expectations and obligations of the volunteer and the program, and an in-kind salary determination based on the type and level of work which the volunteer will be doing. This will act as a valuable reference for volunteers who plan to enter the job market with little or no paid work experience. Daily volunteer schedule sheets, project assignment sheets, and sign in/out cards are other organizational materials to be drawn up by the program staff.

Training Sessions for Volunteers

The type and amount of pre-service training given depends upon the role which volunteers will play in the program. At a minimum, pre-service training should include the following:

- a profile of displaced homemakers;
- an introduction to active listening skills and other counseling techniques to be used;
- orientation to the rules, guidelines, and goals of the particular program;
- an explanation of the job descriptions for which volunteers are needed;
- a discussion of the need for confidentiality;
- an introduction to staff members;
- a tour of the office and other relevant facilities; and,
- an opportunity to become acquainted with one another.

Volunteers may be asked to participate in monthly staff in-service sessions, or, if the volunteer component is quite extensive, they may have sessions separate from those of the paid staff. Problems and successes of the past month, as well as upcoming events, should be discussed. Special

training aids, such as written or audio-visual materials and guest speakers, should be utilized in presenting information on subjects related to the displaced homemaker program. As with the staff sessions, volunteer in-service sessions must be enjoyable and informative in order to keep volunteers interested and motivated.

Intake and Records

A folder must be kept on each client who participates in the displaced homemaker program. Records to be kept in the folder include the following:

- Intake form;*
- Notes on interviews conducted with client;
- Referral forms used if client is referred to another person or agency;*
- Records of any test given (such as GED or CPP tests);* and,
- Ongoing information sheets, noting each client contact (date and type of contact, name of staff member contacted).

Confidentiality is imperative in the keeping of client records. Each client must be assigned a number to be used on client folders and all other information obtained. Only the number, not the client's name, is to be written on the folder. A list of clients' names and their corresponding numbers must be kept separately in a safe or a locked filing cabinet in order to provide maximum security for clients. All records and correspondence noting names of any clients must be secured in a locked container when they are not being reviewed.

*Samples of these records are included in Appendix A of this manual.

Evaluation Plan

The basic purpose of an evaluation plan is to determine whether the displaced homemaker program is successfully meeting its goals. Evaluation is a means of controlling the quality of the program as well as a tool for planning future efforts. The goals, assessment instruments, and time intervals to be used for the evaluation process should be determined during the planning stage of the program. A decision should also be made concerning the participants in the evaluation process. Will the program be evaluated by its own staff and advisory committee or by an external source?

Both objective and subjective data must be considered in order to provide a meaningful and accurate picture of the program. Objective information to be used in assessing the program includes items such as the following:

- the number of clients served during a particular time period;
- the number of clients who are now in paid employment as a result of the program;
- the number of clients who are now in some form of training as a result of the program;
- the number of clients who contacted the program and were referred to other helping agencies within the community;
- demographic information such as race, sex, pre-displacement income level, and nationality of clients;
- the average cost per client of the program; and,
- the number of clients mainstreamed into the sponsoring institution, and their major study areas (this is important in justifying the program's expenses).

Subjective information can be gained from the program's staff,

clients, and the surrounding community. This type of information can include the following items:

- feedback gained from client questionnaires and interviews concerning their feelings about the program's services;
- input and suggestions from volunteers and paid staff members;
- client gain in self-concept and job-seeking skills, as measured by pre- and post-tests;
- community awareness of the program; and,
- reactions of the community's employers and service agencies to the program.

Feedback should be formally reviewed by staff members on a continuous basis in order to recognize problems as they arise and find workable solutions for them. A written report listing objective data and briefly discussing current problems and successes should be made at least once a month and discussed during in-service sessions. Monthly reports lead to major annual reviews which may be conducted by staff members, advisory committee members, and/or an external evaluation committee.

Client Acquisition

One of the first priorities of the displaced homemaker program is to organize a public awareness campaign in order to acquire clients and gain community support.

Potential clients are often difficult to reach since displaced homemakers tend to isolate themselves in their homes and are not likely to participate in civic or social functions. Displaced homemakers who are not yet actively searching for jobs are often the least likely to hear of the program, although they are also often the most in need of its services.

Furthermore, "displaced homemaker" is a relatively new term with which many potential clients are unfamiliar. Even though the problems of displaced homemakers have been present for centuries, the concept of their organization is a new one. Potential clients - or their friends and relatives - may therefore hear the term and not connect it to their situation unless it is clearly explained. Other special needs groups also must become informed of the program's ability to serve their particular needs.

Name and Logo to be Used

Before beginning a local awareness campaign, program administrators must decide upon the name and, if desired, a logo or emblem to be used for the program. While many clients think that the name "displaced homemaker" is accurate, others think it has a very negative connotation. The term "redirected homemaker" is suggested as an alternative; while it is still accurate and descriptive, it emphasizes the positiveness of the future for clients rather than the displacement itself. A logo or emblem may be used to better establish the image and purpose of the program. This can be used on all materials such as brochures, letterhead stationery, and business cards. Care must be taken in designing the logo to ensure that it not only reflects a desirable image of the program, but also that it does not duplicate any existing logo. Staff members must decide upon the overall message - definition, goals, and objectives - to be presented to prospective clients and community groups before outreach efforts begin.

Methods of Acquiring Clients

The following methods are suggested for use in client acquisition and public outreach:

- Provide guest speakers for meetings of civic, business, social, and service organizations. This aids in reaching prospective employers for job-ready clients, program volunteers, and service agencies to cooperate in mutual client referrals. It also indirectly helps to reach potential clients through "word-of-mouth" advertising by persons who are present at the meetings.
- Design a brochure which describes the program's philosophy, services, and client eligibility, and states the program facilities' location and telephone number. To be effective, brochures should be available in places where potential clients are apt to see them. This includes the offices of attorneys and doctors, hospitals, schools, employment agencies, public offices, and service agencies.
- Write a short description of the program for inclusion in church bulletins, give-away shoppers' guides, local agency newsletters, community college newspapers and any other free or inexpensive materials which potential clients or helpers are likely to read.
- Gain newspaper coverage of the program's opening and other special events. Articles may be written for special interest sections contained in many large newspapers. These might contain discussions of the problems of displaced homemakers and client stories (if clients volunteer to share their stories with the public). Information concerning special events such as workshops

and open houses should be included regularly in local newspapers' list of community events. A display advertisement may also be inserted occasionally to attract the attention of potential clients who are seeking jobs and housing within the area.

- Write radio and television announcements concerning the program, to be used in public service spots. Information can be given by local stations concerning the type of format they prefer. Guest appearances by a staff member or college public relations person on local talk shows and news programs will also increase visibility. It is essential that the person being interviewed have accurate information and complete details concerning the program. If guest appearances are made often, a "packaged" publicity team may be formed, consisting of a staff member and several clients who volunteer to share their stories with the public (Marano, 1978: Section 2F). Usually, clients who have passed through their crises are more willing to take part in this type of sharing than those who are currently undergoing crises. Only volunteer clients taking part in pre-arranged interveiws should be filmed. Staff members must protect the privacy of their clients above all else. The program's advisory committee may include members who work with the local media and can work with the publicity team to help with their training, development of contacts, and problem solving.
- Contact ministers, attorneys, doctors, funeral directors, and other persons who are in touch with potential clients. Directors of CETA programs, AFDC and local welfare programs, and housing projects may also be contacted in order to reach low-income

clients.

- Write a model letter to mail to potential clients who have been referred to the program by friends, relatives, or other agencies. This letter invites clients to visit or call the program office. A brochure and any flyers on current workshops or other events should be included. Model letters may also be sent to employers within the community to help find and develop jobs for clients.
- Conduct an open house or initial workshop to introduce the program to community members. This should be advertised as widely as possible, using local media resources, flyers, posters, and letters of invitation.

Reaching Clients in Outlying Areas

Potential clients from outlying rural areas must not be forgotten in public outreach efforts. Small-town or county newspapers and radio stations should be contacted, and letters and brochures should be sent to agencies within the rural area. Many times, rural clients feel that their problems should be "kept in the family," or they may be suspicious of new helping programs (Marano, 1978). Personal presentations and contacts help to assure clients that the program is not a "free handout." In some rural areas, transportation may be a problem for clients. It is suggested, therefore, that workshops be occasionally given in the rural areas, perhaps in the local library or other public building, so that rural clients may attend. Clients in a rural area may also be organized to car-pool and to keep in touch by visiting and telephoning one another.

The above guidelines may also be utilized for urban programs which serve clients in outlying suburbs.

PROGRAM IMPLEMENTATION

In the words of Laurie Shields (Shields, 1981), the basic goal of the displaced homemaker program is to help displaced homemakers "organize for a new life." Programs must therefore include assistance for clients in areas which are essential to the financial and psychological well-being of their new lives. Some of these areas are the following:

- meeting survival needs;
- personal counseling;
- job counseling (including counseling for non-traditional jobs);
- job readiness;
- job training;
- job development and placement; and,
- follow-up procedures.

These areas will be examined in further detail within the following sections.

Meeting Survival Needs

Often, urgent survival needs must be taken care of before clients can be emotionally or physically ready to think about job options. Counselors must be familiar with local services and assistance programs in order to refer clients for help. Counselors should therefore keep updated files on local agencies, noting the address, telephone number, hours of operation, services, and contact person of each one. Counselors should try to develop personal contacts with someone in each agency and help them become familiar with the plight and problems of displaced homemakers. Clients become frustrated and exhausted by having to explain their situations again and

again to each agency or service provider they see. Referral will be facilitated when counselors can call someone who is already familiar with the program and is sympathetic to the needs of the program's clients.

The following are some of the agencies and service providers with whom counselors should be familiar:

- community, metal health centers;
- legal aid services;
- medical and dental clinics;
- battered wives shelters;
- housing assistance programs;
- social security office;
- programs such as CETA and AFDC;
- drug and alcohol centers;
- child care centers;
- employment offices;
- churches; and,
- educational institutions.

Personal Counseling

Personal counseling is a helping relationship which includes someone who is seeking help, someone who is capable of giving help and willing to give it, in a setting which permits help to be given and received (Hackney and Cormier, 1979: p.25). According to C.H. Patterson, personal counseling is not the giving of information (although information may be present); the giving of advice; or the influencing of attitudes, beliefs, and behaviors by persuasion or threats (Hackey and Cormier, 1979: p. 24). In other words, counseling is never a manipulative process, but is a way in which

the listener uses active listening skills and appropriate responses to help clients in accepting their feelings and responsibilities.

Positive Regard, Authenticity, and Empathy

Three conditions which make up the foundation of successful counseling are positive regard for the clients, counselor authenticity, and empathic understanding (Pietrofesa, Hoffman, Splete, and Pinto, 1978: p.111; Hackney and Cormier 1979: p.9). Unless these three elements are present, counseling can have no deep, positive effect upon clients.

Positive regard for clients does not imply total agreement with all aspects of clients' behavior and attitudes, but assures that counselors accept clients as individuals with their own rights and value systems. Moralizing, manipulating, and patronizing of clients are inconsistent with positive regard and have no place in counseling. Positive regard involves having respect for each client's uniqueness and being willing to explore and understand each client's feelings and motives rather than passing moral judgment.

Authenticity, or genuineness, is a necessary quality for counselors. Counselors must be themselves rather than trying to be "experts" and succeeding only in being artificial. Self-acceptance on the part of counselors is a part of this authenticity. Authentic counselors put aside their facades and reduce their defenses so that open, honest relationships with clients can result (Pietrofesa, Hoffman, Splete, and Pinto, 1978: p. 158). While always focusing on clients' needs, counselors must be willing to "self-disclose" - that is, to relate their own relevant thoughts and experiences to clients.

Empathic understanding involves the steps of accurately sensing each

client's world and then verbally sharing their understanding with the client (Hackney and Cormier 1979, p.8). Counselors must be able to see experiences through the eyes of their clients and act as "a mirror, 'feeding back' clients' feelings to them without agreeing or disagreeing, reassuring or denying" their feelings (Hackney and Cormier, 1979, p.9). Unlike sympathy, empathy does not overwhelm counselors with feelings of pity which may cause them to lose their perspective and helping abilities.

Active Listening Skills

Active listening skills are crucial in helping clients (Pietrofesa, Hoffman, Splete, and Pinto, 1978, p. 243). Displaced homemakers may have gone through a whole series of traumas - abandonment, poverty, alienation of friends, loss of future plans - and desperately need someone to truly listen to them. They cannot make wise decisions concerning the future until they sort out their feelings of fear, anger, and confusion, and are allowed to vent these feelings.

Counselors must not only pay close attention to verbal statements, but to non-verbal messages as well. Non-verbal messages are those given through the client's facial expressions, vocal tone, body positions, apparent reluctance to speak, crying, or laughing. These non-verbal messages may or may not be congruent with verbal statements. Counselors must therefore note and respond to these feelings shown by the client as well as to the content of verbal messages.

Carkhuff and Pierce suggest the following ways to improve counselor's listening skills:

- Listen for important things which clients say or imply about themselves in both verbal and non-verbal messages.

- Suspend moral judgment of clients and do not jump to conclusions concerning clients' messages or behavior.
- Minimize outside distractions during counseling sessions.
- Wait ten to fifteen seconds after clients have spoken before responding. This allows counselors to form good responses and also increases clients' initiative to talk.
- Verbaliy reflect content to clients. This assures clients that counselors are indeed listening to them and following their messages accurately.
- Look for themes which are repeated over and over by clients and need to be explored. Some clients may, for instance, keep returning to the themes of "I am angry" or "I am frightened," perhaps without even realizing that they are doing so.

(Pietrofesa, Hoffman, Splete, and Pinto, 1978: pp. 244-245)

Responses

Couselors must not only care about clients and listen to them, but must give helpful verbal responses to show that they are truly listening and caring. These responses should be brief and focused upon the clients' needs. According to Hackey and Cormier (1979: pp. 42, 50-53), there are various types of responses which are generally used by counselors. One response is the restatement, which is a verbatim repetition of the main thought or feeling expressed by the client. Slightly different from this response is the reflection, which is a paraphrased response to feelings which clients have expressed either verbally or non-verbally. Summarization is used by counselors to summarize the feelings or content of the client's last few statements. Summarization not only ensures that the counselor understands what has been said, but may also promote insights

within the client. A request for clarification may be used when counselors are unsure of what the client is saying. It is a request to re-phrase a statement in order to clarify it, such as "Could you go through that sequence of events again?" or "Could you describe that feelings in another way?" The probe is a question which begins with "what," "where," "when," or "how." It requires more than a one- or two-word answer from clients. Examples of probes are "When do you feel depressed?" and "How do you feel when we talk about your divorce?" A closed question, on the other hand, invites only a brief one- or two-word response and is used to attain a specific piece of information. Closed questions are those such as "Have you received therapy before?" and "Where are you living now?" An accent is a short re-statement used to emphasize a certain part of the client's last response. The client may, for instance, say, "I wish I had enough self-confidence to apply a job" to which the counselor may reply, "Self-confidence?" in order to focus on that particular point. Silence is another response used by counselors. It is a way of giving clients time to focus upon their last statements or to absorb a new idea or insight.

Non-verbal messages which counselors use to show they are listening to clients include good eye contact, leaning forward slightly to indicate involvement, open body posture which shows a relaxed and alert attitude rather than nervous or withdrawn ones, and appropriate facial expressions to signify welcome to new clients and reflect emotions during counseling sessions (Pietrofesa, Hoffman, Splete, and Pinto, 1978: pp. 227-234). These non-verbal messages convey attentiveness and interest on the part of the counselor.

Needs of Displaced Homemakers

Although specific needs differ with each client, there are several general needs which are felt by many displaced homemakers.

One of these needs is self-acceptance. Counselors must help displaced homemakers learn to accept their feelings without labelling them "good" or "bad." Clients should be helped to feel comfortable in discussing all of their feelings in the counseling setting without fear of being rejected. A discussion of the stages of grief (shock/denial, anger/depression, and understanding/acceptance) may help clients acknowledge their feelings and accept them as normal ones (Colgrove, Bloomfield, and McWilliams, 1976). Peer counseling and involvement with other displaced homemakers in workshops or singles groups may also help them to realize that others share their experiences and feelings. Another part of self-acceptance is the realization of responsibilities and problem "ownership." Displaced homemakers should be helped to realize that they "own" their problems and must decide how to handle them - no one else "makes" them feel or behave in a certain way, and no one else can live their lives for them. Counselors should help displaced homemakers discover strengths they have within themselves so that they can have increasing confidence in making their own decisions instead of wanting others to make decisions for them.

Another need of many displaced homemakers is the ability to set goals in their lives. Goal-setting is a way of breaking seemingly overwhelming problems down into manageable steps. The future will look much less frightening to clients once they have a clear, written plan of goals to be reached within certain time frames. Goals should be specific and measurable. "Make an appointment with Mrs. Jones at the employment office" is a much clearer goal than "find out about local jobs." Goals should be

challenging enough to give clients a feeling of success without being so difficult as to discourage them. Clients need a series of successes in their lives in order to build their self-concepts. Successes from goal attainment will build on one another until clients begin to realize that they truly can control their own lives.

Many displaced homemakers need to learn to enjoy life once again. They may have forgotten how to enjoy life or may think they "shouldn't" laugh and have fun after all the recent tragic events in their lives. Counselors should help them to see humor in life, when appropriate, and should encourage them to spend some time doing things they enjoy. Some displaced homemakers who have spent years putting their families first may have trouble even recognizing their own hobbies and interests. Counselors should help them to pinpoint at least one activity in which they are interested (or which they have found enjoyable at one time during their lives) and actively help them to pursue it (Henderson, 1983). Engaging in games, sports, and group activities may also help clients to begin enjoying life once again.

Job Counseling

Job counseling is crucial to persons who have been out of the job market for a long period of time. It is especially important for displaced homemakers who have been isolated from the work world for most - or all - of their lives and therefore find it very difficult to realistically assess their occupational abilities. Displaced homemakers often see themselves as having been "just homemakers" with no particular experience, insights, or unique qualities to offer the work world. They need job counseling in order to become acquainted with both themselves and the job market.

Making Occupational Decisions

It often takes a great deal of exploration for displaced homemakers to decide which occupational field to enter. The decision will be made much more easily if they have a solid base from which to begin exploring their options. This base is formed by examining the following characteristics within themselves: skills, interests, needs, values, and work style.

Clients may initially say that they have no skills at all, or certainly none that would be transferable to the work world. Counselors must help them identify the specific tasks which they have performed in their homemaking and volunteer work and relate them to job tasks in various occupations. Clients may have skills they do not even recognize as being skills, such as abilities to manage a household, to get along well with people, or to repair household items. Written materials or checklists may help clients pinpoint their skills and see how they interrelate.

Interests may also be difficult to identify. Many times, displaced homemakers are accustomed to putting their families' needs first and have not thought of their own interests for many years. They may also be timid

about associating their hobbies and dreams with actual jobs; therefore, counselors must provide a comfortable atmosphere in which clients can feel free to explore and brainstorm ideas. Interest tests may also help clients discover and label the things they enjoy doing or would like to learn. Counselors should study these tests carefully before administering them to be sure they are non-sexist, non-discriminatory, and written at an appropriate reading level. Counselors must explain test results to clients and show them how to use the results as guidelines to consider rather than as absolute rules to follow.

Other useful sources to use in determining interests are the Occupational Outlook Handbook and the Dictionary of Occupational Titles, compiled by the U.S. Department of Labor. These books are excellent tools to use in showing clients a great array of occupations which they may have never before considered. Counselors should help clients learn how to use them effectively and compare listings with local demand. Tools such as computerized job information programs and CPP tests are also helpful in determining interests.

Needs (what specific things a job must provide) must be clarified and prioritized. Clients may not have a clear idea of how much income is actually needed to run their households or the salary level to expect from various jobs in the area. Some clients may be in special need of jobs that provide employee benefits, such as family insurance plans, sick leave, and retirement benefits. Other needs to be considered are the availability of transportation and child care services. If these are difficult to coordinate, it may be necessary to limit jobs to those within a certain area or those which fit a particular time schedule.

Values play an important part in job satisfaction; therefore, clients

must be aware of their personal value systems in order to attain job stability. Values such as "money," "security," "personal ethics," "home life," and "giving service to others" should be considered and prioritized. Clients should also be helped to understand that differing value systems may be a source of conflict among co-workers. Understanding the ways in which values are attained may help clients to deal with these conflicts.

Clients who have worked in their homes for many years may need help in identifying their individual work styles. Counselors should discuss various options with them to help them discover their preferences. Some clients, for instance, may prefer working alone and using their own ideas, while others prefer working in a group and having detailed instructions. Other considerations such as environment, working hours, task variety, and amount of travel desired should also be discussed.

Of course, the need for immediate income may force many clients to take the first job that is available, even if it is not the job they desire. In this case, "skills" and "needs" may be the only considerations clients make. It is still valuable, however, to look at all five areas of skills, interests, needs, values, and work style. "Any job" may be acceptable for the present, but once financial pressures have been lifted by an incoming salary, clients may wish to begin thinking about their longer-term occupational goals.

Active Participation of Clients in Job Counseling

In order for job counseling to be effective, clients must understand that they themselves are to be involved in the counseling process as much as possible. The goal of job counseling is not to put clients into jobs chosen by omniscient counselors, but rather to guide clients in making

their own vocational choices. Counselors and clients should work together to set up job exploration plans. In these plans, clients investigate various occupations that interest them, then report back to their counselors to share not only the information, but also their feelings about the information as well. The plans, stating what information is to be gathered within a specific time period, may be written, with one copy given to the counselor and one to the client.

One way in which clients may explore possible vocations is to spend time at a local library finding information such as the salary range, current demand, specific job descriptions, and benefits involved in various fields. Classified ads in area newspapers may also be studied and discussed with counselors to determine local demand and salary ranges.

If possible, clients should talk with employees in various occupations to get first-hand information concerning the daily activities, advantages, and drawbacks of their jobs. Counselors should keep a list of persons in different occupations who are willing to help clients in this way. Advisory committee members may be asked to talk with interested clients about their job fields. Also, former clients or other successful employees who started their careers late in life would be excellent resource persons with whom clients may talk. If many clients are interested in a particular job field, a group session may be arranged. Tours of actual work places may also be helpful in dispelling confusion, fear, or job stereotyping in the minds of clients.

Job Counseling with Handicapped Clients

Job counseling with handicapped clients is a special challenge for displaced homemaker programs. While handicaps cannot realistically be ignored, they should not be capitalized upon. Job counselors must remember that handicapped clients are "whole persons" who have skills, talents, and interests as well as handicaps. As with other clients, handicapped clients must share in the job counseling experience and make their own career decisions, rather than having decisions made for them. According to Cohen (1977: p.70), while disabilities do eliminate some jobs, most limitations of handicapped job seekers are set not by their handicaps, but by others' attitudes of disbelief, discomfort, and reluctance to become involved or take responsibility. Job counselors and employers may overlook the fact that, since this is an age of specialization, jobs tend to have narrower task ranges than in the past. A deaf person may, for instance, not be able to answer telephones, but can still work in the field of office occupations as a typist or word processor specialist. Each job which is considered by the client should be examined to determine what tasks it actually involves, whether the client could perform the tasks, and, if not, whether the tasks could be adapted in any way to become more feasible.

Non-Traditional Jobs

Displaced homemakers need to become familiar with a wide range of occupations in order to maximize their job options. It is the counselor's responsibility to see that clients' views of occupations are not limited by stereotyping, myths, or lack or awareness.

The U.S. Labor Department defines a "non-traditional job for women" as being one in which women account for no more than twenty-five percent of

all employees (Mouat, 1979). Likewise, a "non-traditional job for men" is one in which men account for no more than twenty-five percent of all employees. In many cases, jobs are normally held by men or by women only out of tradition, not because of a difference in the abilities or strength needed to perform job tasks (Wheeler, 1982: p.15; U.S. Department of Labor, 1977: p.A-2). Some sex-related labels may be assigned to jobs arbitrarily. Cooking, for instance, is considered to be a "woman's job" in the home, but a "man's job" in many restaurants. On the other hand, men who have served as clerks in the Armed Forces may reject or be denied clerical jobs in civilian offices where such jobs are labeled "women's work." Clients must be helped to look at the actual job tasks and working conditions involved in non-traditional jobs rather than automatically dismissing jobs because of biased labels. Salary differences should also be pointed out. Clients may be surprised to find out how much more money they could make by entering a non-traditional field than by entering a traditional one. Salary differences alone may inspire many clients to more fully explore non-traditional job options.

Arranging for clients to talk with employees in non-traditional jobs is a good way for them to learn about actual day-to-day tasks and working conditions of various occupations. Clients should have a chance to ask questions and to learn about both the advantages and the drawbacks of each job. If possible, tours of such workplaces should be arranged in order to show the settings of various non-traditional jobs. Some employers may even be willing to allow clients to do simple "hands-on" work to help them become acquainted with the instruments used and the skills needed in various jobs.

Holding non-traditional job workshops is also a good way to acquaint

clients with a variety of job offerings. Local employees in non-traditional jobs may be invited to participate in a panel discussion to discuss their reasons for choosing their particular jobs, their likes and dislikes, and their advice for potential non-traditional employees entering their fields. Employers who are seeking workers for non-traditional jobs may also use this opportunity to acquaint clients with their job openings, training programs, and company benefits. Workshops should include information on Affirmative Action and Equal Pay laws in order to help clients understand their legal rights and the procedures to follow in filing complaints. Male and female socialization processes may also be discussed so that clients will better understand the ways in which society teaches men and women to have different ideas about the kinds of jobs they should hold. A job counselor may help the group look at common myths and stereotypes and compare them with actual facts.

Clients should be helped to realize that, while non-traditional jobs are options to consider, they themselves must make the final decision of which job field to enter. Some clients may prefer the content or security of jobs in traditional fields. Counselors must respect their wishes and, as with clients who prefer non-traditional jobs, help them understand their rights under Affirmative Action and Equal Pay laws.

Job Readiness

Learning job seeking skills can be as important to displaced homemakers as learning actual job skills. Without the ability to conduct an effective job search, even the most highly skilled and educated person will have trouble finding a job.

Learning Ways to Find Jobs

Clients need to first become aware of ways in which to discover potential jobs. Counselors should review classified advertisements with clients to show how they are organized and to explain any unfamiliar terminology or abbreviations. Job tasks and qualifications, rather than titles alone, should be studied. Unfamiliar job titles may intimidate clients into passing over jobs for which they are actually qualified. Counselors may also need to break stated annual salary levels down into monthly amounts to make them more easily understood. "Six thousand dollars per year" may sound like more than "five hundred dollars per month" to some clients. Examples of baiting techniques or unscrupulous advertising methods should also be pointed out.

Counselors should explain to clients how to use state and private employment offices to the best advantage and stress the benefits of using a no-fee agency. Examples of percentage-based fees should be shown to clients to ensure that they understand the amount of money which private agencies may charge for direct, or even indirect, job placement. Examples of agency contracts should also be shown and explained so that clients will understand their legal rights.

Developing Resumes

Clients often need help in developing resumes which best show their skills and experience. A particular job goal should be identified before writing the resume so that the qualities relating to that job can be highlighted. Clients should be helped to look at the actual tasks and responsibilities they have had in homemaking and volunteer work to see how these experiences relate to the tasks and responsibilities of the desired

job. For clients who are seeking clerical work, for instance, such tasks as maintaining a household budget, typing letters for a volunteer organization, and making appointments for family members may be relevant items to use on a resume. Specific results of previous work, rather than pay involved, should be emphasized as much as possible.

Personal data should be carefully studied before inclusion on resumes. Many clients may be well-advised to leave personal information such as age, number of children, and marital status off of resumes. Such information is not normally required and may unnecessarily damage clients' chances of finding a job.

The difference between "functional" resumes which emphasize skills and accomplishments in various areas, and "chronological" resumes which list jobs and positions held in chronological order, should be explained to clients. Examples of both types should be shown. Many times, functional resumes are best for clients who have worked in their homes for many years; but, each client's work history should be studied to see which type of resume would be most advantageous.

Completing Job Applications

Clients should be assisted in studying basic job application forms to determine what information is needed by most employers. Some of the questions and phrases used may need to be explained to clients in order to familiarize them with application forms and make the forms appear less threatening. Clients may find that they need to do some "homework" to answer questions concerning dates, test scores, social security numbers, or addresses of former employers. Information such as this should be written down on a note card and carried to job interviews in order to save time in

completing applications. Counselors should explain that writing "Not Applicable" or "See Resume" in some blanks is permissible when it is appropriate.

Practicing for Interviews

Many clients dread job interviews and need a great deal of support and instruction from counselors in order to present themselves well to prospective employers. Counselors should help them learn the basic procedures of interviews and give appropriate tips on grooming, clothing, and courtesy. It may be helpful for clients to see "right" and "wrong" interview techniques demonstrated by staff members.

Repeated rehearsals can help make job interviews less threatening to clients and increase their self-confidence. Clients may wish to practice with counselors or other clients playing the role of employer. Tapes may be used in order to help clients become more aware of how they really sound to others. Assertiveness and confidence should be stressed and practiced during these practice interviews. Clients must learn to emphasize their skills and abilities rather than their need for a job - few employers are willing to hire workers out of sympathy only.

Mock interviews with community employers or personnel from the program's sponsoring institution will give clients a realistic rehearsal for actual interviews. A group of clients may be scheduled for mock interviews during one morning, then meet at the displaced homemaker center in the afternoon to discuss their findings and reactions. Such group support will help soften negative experiences and re-inforce positive ones. Counselors must be sure to re-inforce all client efforts with sincere positive comments and praise in order to build client self-esteem as much as possible before actual job interviews take place.

Job Training

Clients who need to raise their level of job skills or education must be helped to explore realistic training options while they are considering various vocational careers. Counselors should be able to provide current information concerning local training opportunities in areas such as the following:

- vocational schools in both public and private sectors of the community;
- on-the-job training and internship possibilities within local companies;
- apprenticeship requirements and opportunities;
- post-secondary level programs within the community; and,
- alternatives to traditional education.

Vocational Schools

Vocational schools are excellent sources of job training, but clients may need help in choosing the one which best suits their needs. Accreditation, approval from professional organizations, and industry-validation of courses should be explained, and their advantages should be emphasized. Fees, contracts, and schedules of various schools should be compared. Some clients may prefer a self-paced, open-entry, open-exit type of curriculum over the more traditional instructor-taught, semester plan. In the former, students may enter classes at any time during the year, work at their own pace, and exit from the program when they have reached the level at which they can obtain their desired jobs. The school's job placement services and the percentage of students who are actually placed in jobs related to their course of study should be

examined.

On-The-Job Training and Internships

Contracts may be negotiated with interested employees for on-the-job-training and internship programs. These contracts should include a description of the trainee's duties, length of training, hours per week, and proposed pay. On-the-job training usually involves an intent on the part of the employer to hire the trainee after job training has been completed; therefore, when applicable, this intent should also be written into the contract. Internships are generally unpaid and for the purpose of training only, with no intent to hire. Care must be taken to ensure that internships are truly used for job training, not for merely providing free unskilled labor for the employer. Holding brown-bag lunches for interns once a week at the displaced homemaker center is a good way to provide interns with ongoing support, encouragement, and assistance with problem-solving.

Apprenticeships

Information on apprenticeships can be gained from the Department of Labor Bureau of Statistics and the Texas Employment Commission. Apprenticeships are a much more formalized method of obtaining job skills than on-the-job-training and internships. According to the U.S. Labor Department (1980), apprenticeable jobs involve manual, mechanical, or technical skills which are learned through systematic, supervised training. Most of these jobs are in the fields of construction, manufacturing, and service. Often, applicants must pass tests and interviews, be placed on a waiting list or find an employer to hire them, and go through a probation period of five hundred hours to six months. Then, a minimum of two

thousand hours in on-the-job experience, plus related instruction to supplement the training, is required. Despite the long and rigorous training, apprenticeship has its advantages. Apprentices are paid while they learn skills, and the thoroughness and universally accepted standards of the training enhance their opportunities for advancement once the apprenticeship has been completed.

GED Tests

Clients who need to complete their high school educations may find that obtaining a General Education Development certificate is a realistic alternative to returning to the classroom. Information concerning state requirements and local preparatory programs for the GED test can be obtained from local high schools or from the Texas Education Agency. If no preparatory programs exist in the community, volunteers from the displaced homemaker program may agree to tutor individual clients or teach preparatory classes.

Post-Secondary Studies

Catalogs of post-secondary level institutions should be made available to clients who wish to begin or resume college courses. As with potential vocational students, counselors should help clients understand differences between accreditation and non-accreditation and compare coursework and fees of local post-secondary institutions. Clients should be helped to choose a degree plan which will help them acquire saleable skills within a reasonable time span. If a client's career choice requires several years of post-secondary study, one option for them may be to learn vocational skills through short-term classes or on-the-job training first, and then use these skills to gain income while attending college. Information

concerning student loans, scholarships, and work-study programs may be obtained from post-secondary institution financial aid offices.

Help for Returning Students

Clients who choose to return to school may need help in dealing with practical problems, such as scheduling classes, finding child care, and paying for tuition. Counselors should help them study catalogs and arrange appointments with college or university personnel in order to find out information concerning financial aid, on-campus child care centers, student counseling services, and any special programs or organizations designed for re-entry students.

If clients have been out of school for many years or have had unsuccessful school experiences in the past, they may need a boost in self-confidence before they can accept the idea of re-entry. Holding orientation programs for returning adult students is one way in which many post-secondary institutions help them. Peer counseling or role-modeling by other adult students - especially former clients - can also be an effective way to reduce back-to-school fears. If finances allow, it may be easier for re-entry students to begin school slowly, taking only a few courses during the first semester. College and university counselors report that one or two courses are sufficient to bring most re-entry students to the point at which their doubts decrease and are replaced by enthusiasm and excitement (Paulsen & Ryan, 1976: p.245). Adult students may find that their life experiences and sense of direction actually give them some advantages over younger students. According to Berman (1980: p.83), approximately eight out of ten returning college students can even receive some credit toward a degree for either past college work or for passing

College Level Examination Program (CLEP) tests. Paulsen and Ryan (1976: p. 245) state, "Returning students are succeeding in their educational endeavors, their strengths far offsetting their worries and their real or imagined weaknesses." School successes for clients, whether in secondary, post-secondary, or non-credit vocational programs, are very effective ways to boost morale as well as to learn job skills.

Job Development and Placement

Job development is a necessary step in ensuring efficient job placement services for clients. It involves the establishment of a working relationship between the displaced homemaker program and employers within the community for the purpose of finding suitable jobs for clients.

Finding Local Job Sources

Job developers must first become aware of the industries and institutions which are main sources of jobs within their communities. New trends in job opportunities and forecasts for the local labor market should be studied in order to help clients find jobs which will continue to be valuable in the future. The following are sources of information which job developers can use to learn about the local job market:

- the Texas Employment Commission;
- the Chamber of Commerce and other business organizations within the community;
- advisory board members;
- Department of Labor Regional Offices;
- the Placement Office of the program's sponsoring institution;
- yellow pages of the community telephone directory; and,
- job advertisements, notices of contract awards, and articles about

local companies in the community newspapers.

Contacting Employers

Job developers should contact employers personally in order to explain the nature of the displaced homemaker program and try to secure their interest in considering qualified clients when job openings occur. A tour of each company's facilities should be made in order to gain a better understanding of the work environment, employee attitudes, and health and safety standards.

Using Employer Fact Sheets (see Appendix A) is a good way to record and retain information concerning employers' interests in working with the displaced homemaker program. As well as providing data needed for future contacts and indicating proferred services, notes may be made of items such as the following:

- positions or companies in which homemaking and volunteer experience are especially valuable;
- special benefits offered, such as flex-hours, job-training programs, or child care facilities;
- special interest shown by employers in affirmative action and handicapped hiring programs; and,
- characteristic training background and qualities of successful employees in the company.

Employers who foresee few job openings in their companies should still be invited to speak to workshop groups or to give appointments and tours to individual clients who are interested in the pertinent work field. In these ways, employers can become involved with the program, meet clients, and perhaps become more interested in hiring clients in the future. Clients will benefit from the attention as well as the actual information

given by employers who take the time to become involved with the program in this way.

Employers who are interested in hiring displaced homemakers should be asked to telephone or submit written job descriptions to the displaced homemaker office when job openings occur. Job descriptions should be kept in a looseleaf notebook for client perusal. In order to effectively match qualified clients with job openings, a client skills notebook should also be kept. This notebook lists clients' code numbers (names should not be used in order to protect privacy) under occupational headings. Thus, for example, when a clerical job becomes available, the job developer can look under "Clerical" in the client skills notebook, cross-reference the code numbers with names, and inform clients with clerical skills of the job opening. Clients should be encouraged to arrange their own job interviews, although job developers may telephone employers in order to give them the names of those clients who will be contacting them. Clients may wish to come into the displaced homemaker center prior to job interviews in order to be briefed on the companies to which they will be applying, plan and rehearse interviews, and redesign resumes to suit the particular jobs for which they will be interviewing.

Every effort must be made to convince employers that no sacrifice is involved in hiring displaced homemakers. Employers are being asked not to provide charity, but rather to hire qualified, dependable workers. It is the job developer's responsibility to ensure that clients who are referred for job openings truly <u>are</u> qualified and dependable. Employers may be willing to consider clients who have less than the desired skills and experience, but such cases should be presented to them honestly. Job developers must resist the temptation to push even the most financially

needy clients to apply for positions which they are not capable of filling. Such irresponsible attempts at job placement will only lower clients' self-esteem and seriously damage the credibility of the program.

Follow-up Procedures

Follow-up procedures should begin immediately after the completion of clients' job interviews. Clients should be asked to report to the displaced homemaker center as soon as possible after their interviews. If they have been hired as a result of their interviews, this gives them an opportunity to share their excitement as well as to give information to the job counselor concerning their new jobs. If they were not hired or feel disappointed by their interviews, it gives them an opportunity to discuss reasons why the interviews were unsuccessful and to plan new strategies for further interviews.

Employers may also be sent form letters, asking them to complete short questionnaires (see Appendix A) in order to give constructive feedback concerning clients' interviews. Counselors should review these comments with clients in order to help them prepare for future job interviews. These comments can also aid in determining job-seeking skills which job counselors may wish to emphasize with new clients.

After clients begin their new jobs, counselors should contact them at the end of one week, one month, and two months. These contacts should normally be made by telephoning clients at their homes or, if they cannot be reached in this way, by mailing cards or letters. Counselors should also contact clients' employers approximately two weeks after the job placement in order to ask about their level of satisfaction with clients' work and offer to help with any problems clients may be having on the job.

The primary purposes of follow-up contacts are to give continued support to clients as they adjust to their new work roles and to gain information concerning job retention rates and post-employment problems of clients. This information should be used in evaluating the program's effectiveness. If job retention rates are poor or avoidable problems recur, it may be determined that changes should be made in the program's job counseling component in order to more fully prepare future clients for the work world.

AUXILIARY SERVICES

Auxiliary services help clients who need more assistance than that normally offered by the basic services of displaced homemaker programs. Some auxiliary services offered by many displaced homemaker programs are the following:

- Transportation assistance. Clients often need transportation to the displaced homemaker center or other agencies, to job interviews, or to grocery stores and clinics.
- Workshops. Workshops are a vital service of many displaced homemaker programs, and are often regularly scheduled throughout the year. Some programs hold workshops continuously, starting the series on a monthly basis. Workshops normally include such topics as assertiveness training, self-concept, non-traditional jobs, job-seeking skills, and financial management.
- Assistance for handicapped clients. Volunteer workers may assist handicapped clients by acting as reading aides, drivers, tutors, typists, or other types of personal helpers.
- Emergency resources. These may include a lending closet or storehouse of collected items such as food and clothing which can be given to clients in emergency situations. For clients in desperate need of temporary housing, volunteers should be sought who will open their homes to clients (and possibly their children) for brief periods of time.

COST AND BENEFITS OF OPERATING A DISPLACED HOMEMAKER PROGRAM

The cost of setting up and operating a displaced homemaker program depends largely upon the size of the staff and the range of services planned. Proposed budget plans should include the following:

- salaries and benefits of staff members;
- indirect costs such as office rental and utilities;
- equipment such as typewriters and telephones;
- printing and photocopying costs for public awareness materials, intake forms, surveys, and workshop materials;
- supplies such as paper, typewriter ribbons, and card files; and,
- travel benefits to enable staff members to attend professional meetings and seminars, visit local agencies, and give presentations to promote the program.

Five Texas community college displaced homemaker programs were surveyed in order to gain information concerning initial and continuing costs. Initial costs of setting up the displaced homemaker programs ranged from approximately $45,000 to $52,000. Continuing costs ranged from approximately $35,000 to $92,000 per year, with the average cost being approximately $55,000.

In the five programs surveyed, increased enrollment in the sponsoring institution was reported as a result of mainstreaming clients into credit, non-credit, and continuing education classes. The programs reported that fourteen to seventy five percent (twenty two to three hundred three) clients were placed in their sponsoring institutions' classes per year. Other benefits reported by the five surveyed schools include the following:

- retention of presently enrolled students who are served by the program's services;

- increased awareness within the community of the institution's offerings;
- a positive image throughout the community of the institution as an establishment which is truly part of the community and striving to meet the needs of that community.

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APPENDIX A

OPPORTUNITY CENTER FOR REDIRECTED HOMEMAKERS
Redirected Homemakers Intake Questionaire

NAME: _____
LAST FIRST MI

MAILING ADDRESS: _____
NUMBER STREET APT. #

_____
CITY STATE ZIP CODE

TELEPHONE: _____
HOME BUSINESS ALTERNATE

SOCIAL SECURITY #: _____ (to be used only in this office for ID)

NOTE: The above half-page questionnaire is to be filed separately from the questionnaire on the following page. A client number is assigned in order to cross reference the two forms. This procedure is imperative for client confidentiality.

OPPORTUNITY CENTER FOR WOMEN

Redirected Homemakers Intake Questionnaire

INTAKE DATE _____

This information will be used confidentially with the highest degree of professionalism and sensitivity to provide you with appropriate services in meeting your needs.

MARITAL STATUS (Check One)
____ Single
____ Married
____ Divorced
____ Separated
____ Widowed

EDUCATION LEVEL:
____ Grade School
____ High School Diploma
____ GED
____ Some High School
____ Some College
____ Vocational Training
____ Currently Enrolled

DATE OF BIRTH _____

U.S CITIZEN ____ Yes ____ No

VETERAN ____ Yes ____ No

Children & Ages (first name only) _____

WHICH OF THE FOLLOWING ARE IMMEDIATE NEEDS? (Check as many as apply to you.)

____ Food
____ Child Care
____ Counseling
____ Community Information
____ Transportation
____ Job
____ Living Expenses
____ GED
____ Housing
____ Legal Information
____ Clothing
____ Clothing
____ Medical Assistance
____ Training/ Education

SPECIAL SKILLS _____

INTERESTS _____

GENERAL HEALTH _____

EMPLOYMENT HISTORY

NAME OF BUSINESS	DATE STARTED	DATE LEFT	POSITION/DUTIES

How did you find out about the Opportunity Center for Women?

____ Newspaper ____ Friend ____ Poster ____ Community Schools Schedule
____ Television ____ Radio ____ Church ____ Brochure
____ Other (Please specify) _____

Additional Comments _____

Client # _____ 70 Counselor _____

OPPORTUNITY CENTER FOR REDIRECTED HOMEMAKERS

REFERRAL FORM

Date _____

Miss
Mrs.
Mr.
Ms. _____ has been referred to the _____ Program for the following services (please specify): _____

_____

_____

_____

_____

Name of Person Making Referral _____

Agency Affiliation _____ Phone _____

Special Request or Instructions _____

_____

_____

_____

_____

Please forward this form (or it may accompany the individual) to the appropriate program. Thank you.

* * * * * * * * * * * * * * * * FOR OFFICE USE ONLY *

Person acknowledging referral _____ Date _____

OPPORTUNITY CENTER FOR REDIRECTED HOMEMAKERS

RECORD OF TESTS AND ASSESSMENTS

ACCESS	Date	Additional Comments

CAREER PLACEMENT PROGRAM	Date	Additional Comments

CEEB - Comparative Guidance and Placement Program		Date	Additional Comments
Computation	Reading	Applied Arithmetic	

PROJECT HAVE SKILL	Date	Additional Comments

SELF-DIRECTED SEARCH		Date	Additional Comments
#1 D.O.T.	#2 D.O.T.	#3 D.O.T.	

GED	Date	

OTHER ASSESSMENTS	Date	

OPPORTUNITY CENTER FOR REDIRECTED HOMEMAKERS

EMPLOYER FACT SHEET

Business _____

Address _____

Contact Person _____

Telephone _____

Date of Initial Contact _____

Indicate ways in which this employer is interested in helping clients.

_____ Will call Opportunity Center when job openings occur.

_____ Will mail job descriptions to Opportunity Center when job openings occur.

_____ Will give interviews and tours of business place (by appointment) to clients interested in pertinent occupational fields.

_____ Will speak at workshops on the topic(s) of _____

_____.

_____ Other (Specify) _____

Special Notes:

OPPORTUNITY CENTER FOR REDIRECTED HOMEMAKERS

INTERVIEW EVALUATION FORM

Name of Applicant _____

Name of Company _____

Position Applied for _____

Date of Interview _____ Interviewed By _____

Please indicate your comments about this applicant in the spaces provided below. Your comments are valuable to us in the evaluation of our program and enable us to better serve the needs of community employers. Please write your comments regarding this applicant while the interview is fresh on your mind. A self-addressed envelope is provided for the return of this form.

Thank you!

Please check the appropriate spaces which apply to this applicant.

Hired

Position _____

Starting Date _____

Starting Salary _____

Full-Time _____ Part-Time (No. of Hrs.) _____

Not Hired (Please Indicate Reason)

____ Not Qualified for Position

____ Poor Presentation During Interview

____ Position Already Filled

____ Other (Please Specify) _____

_____

____ Applicant would be good prospect for future opening.

____ I do not wish to reconsider this applicant for a future opening.

Comments:

APPENDIX B

USE OF FEDÉRAL FUNDS FOR TEXAS DISPLACED HOMEMAKER PROGRAMS

1977-1978

No. of Texas programs funded by federal funds - 4
No. of clients served by these programs - (not known)
Estimated total of funds used by these programs - $166,000 - $186,000

1978-1979

No. of Texas programs funded by federal funds - 18
No. of clients served by these programs - 1,700
Estimated total of funds used by these programs - $200,000

1979-1980

No. of Texas programs funded by federal funds - 19
No. of clients served by these programs - 7,000
Estimated total of funds used by these programs - $300,000

1980-1981

No. of Texas programs funded by federal funds - 15
No. of clients served by these programs - 4,372
Estimated total of funds used by these programs - 450,000

1981-1982

No. of Texas programs funded by federal funds - 25
No. of clients served by these programs - 7,000 (estimated)
Estimated total of funds used by these programs - 500,000

1982-1983

No. of Texas programs funded by federal funds - 27
No. of clients served by these programs - 8,000 (estimated)
Estimated total of funds used by these programs - $500,000

APPENDIX C

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